



**QQI**

Dearbhú Cáilíochta agus Cáilíochtaí Éireann  
Quality and Qualifications Ireland

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Quality and Qualifications Ireland  
Validation Report of Expert Panel**

**Part i : General Information**

**Provider:** Griffith College

**Date of Visit:** 6<sup>th</sup> June 2013

**Programme Submitted for Evaluation:** Bachelor of Arts in Film and TV Production  
**Leading to the award of:** Bachelor of Arts, Level 7, 180 ECTS

**Programme Recommended for Approval:** Bachelor of Arts in Film and TV Production  
**Leading to the award of:** Bachelor of Arts, Level 7, 180 ECTS

**Learning Modes Approved:** Fulltime, Part-time and ACCS

<b>Name</b>	<b>Area of Expertise</b>	<b>Organisation</b>
David Denieffe, Panel Chair	Quality Assurance Programme Validation	Registrar, Institute of Technology Carlow
Sarah McCann,	Film Production	Head of Section, Creative Media, Dundalk Institute of Technology
Mairtin de Barra,	Film and Television Production	Producer/Director
Dr. Denis Condon,	Film	Senior Lecturer, National University of Ireland Maynooth
Roisin Sweeney	Validation	Quality and Qualifications Ireland
Fiona Lyons	Secretary to the Panel	Griffith College

**Summary**

The Expert Panel (the Panel), having reviewed the documentation presented by Griffith College Dublin and considered the responses of the programme team during the course of the evaluation meeting, will recommend approval of the proposed *Bachelor of Arts in Film and TV Production* to QQI, when the conditions identified in the report have been met. The Panel has also identified a number of recommendations which the programme team should consider and respond to as the proposed programme document is updated to reflect the requirements set out in sections 3.1 and



3.2 of this report.

## **Part 2: Findings of the Panel**

### **2.1 Introduction**

The proposed programme is linked to the expansion of existing programme provision and is related to developments in both Griffith College (GC) and Windmill Lane Academy (WLA).

It is set within the following broader context:

- compliance with all prevailing QFI policies and procedures,
- It will be subject to Griffith College's 'Quality Assurance: Policies, Procedures, Practices and Guidelines' (i.e. the College's 'QA Manual') as approved by HETAC,
- It will be managed directly by Griffith College therefore from an academic governance perspective, the programme is being presented for validation to QFI as a GC programme.
- It will be delivered by GC in collaboration with WLA in accordance with the existing collaborative provision arrangements approved by HETAC in respect of GC/WLA's other collaborative programmes.

This programme document is presented in accordance with the '*Core Validation Policy and Criteria 2010*' developed by HETAC. Information relating to the wider context is provided in other documents, for example: GC and WLA prospectuses, institutional review reports, GC's QA Manual, GC and WLA's collaborative agreement, learner and lecturer handbooks, external examiner and verifier reports, and teaching, learning and assessment procedures.

Both GC and WLA have several years' experience of successfully delivering programmes in film and TV production via a range of awarding bodies. For example GCD offers the City and Guilds Diploma in Media Techniques (TV and Video) (7501) Level 3 and Diploma in Sound and Music Technology Level 3. Windmill Lane Academy, through its linked organisation Pulse College offers a Diploma programme in Film Production leading to the following awards: City & guilds Level 3 Diploma in Video Production (7501); Advanced Certificate in Media Production EMPRO (FETAC awarded by QFI); Final Cut Pro 200 Level; Motion Graphics 101; Digidesign ProTools 101.

These programmes have been delivered on a full-time and a part-time basis to both school leavers and mature learners.

The Panel noted that faculty members of both GC and WLA have extensive academic and professional experience in film and TV production. Both organisations share a joint commitment to placing their programmes on the NFQ, and already enjoy a strong and successful collaboration. It is against this background that GC and WLA propose to combine their expertise and resources to deliver an applied level 7 degree in film and TV production.

The College propose to initially deliver the programme on a full time basis at the Dublin campus of Griffith College and using the technical facilities of Windmill Lane Academy. It is also proposed to deliver the programme on a part time and offer learners the opportunity to achieve credit on a ACCS basis



## **2.2 Examination of the Programme**

The panel met with academic staff of both Griffith College and Windmill Lane Academy involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated in the *Core Validation Policy and Criteria 2010*. The criteria address the requirements of the provider quality assurance arrangements and specific arrangements, and specific features of programme design.

### **2.2.1 Education and Training Requirements**

The panel was satisfied that the programme was consistent with both providers' mission, that it does not constitute redundant provision and that it makes efficient use of resources. The panel was also satisfied with the rationale presented by GC and WLA for the programme and the research undertaken, including the consultation with industry, before the programme was proposed to QQI.

### **2.2.2 Protection for Enrolled Learners**

Validation of a programme of education and training pursuant to Section 25 of the 2012 Act, is subject to QQI being satisfied that the provider concerned has arrangements in place in accordance with QQI interim procedures on Protection for Enrolled Learners.

### **2.2.3 Quality Assurance**

The panel heard how the submission had been developed and approved internally as a result of the application of Griffith College's approved quality assurance procedures for programme development. The panel was satisfied that those procedures had been applied to the development of the proposed programme and that quality assurance mechanisms are in place to ensure its provision, monitoring and review by GC.

The panel notes the Consortium Agreement between GC and WLA. It is expected that a modification to existing collaborative arrangements to deal with *inter alia* programme management and resources is subject final agreement between by GC WLA and QQI.

### **2.2.4 Programme Titles and Award Titles**

Following detailed discussion, the Panel required that the television skills content, programme outcomes and module outcomes need to be fully reflected in the programme, Once these changes have been made to the programme document the Panel was satisfied the title of the programme is clear, accurate and fit for the purpose of informing prospective learners and other stakeholders.

The panel was satisfied that the proposed title of the programme also encompasses the related named award title.

The Panel noted the absence of an exit award or minor awards arising from this programme but encourages the provider to explore this at a later stage.

### **2.2.5 Ethics**

It is expected that both organisations will have procedures in place to ensure that any teaching, learning or research activity, at any level, shall be conducted in a manner that is morally and professionally ethical.



Ethics must be clearly embedded across all modules and years; appropriate behaviour, practice and responsibility must be clear and transparent throughout the programme.

The programme must be continually monitored to ensure that any new developments in industry that may affect the ethics of the programme are incorporated into their syllabi.

## 2.2.6 Particular aspects of proposed programmes

With regard to the following, the panel found:

- **Unity**

The programme design is consistent with the Core Validation Policy (2010) and Assessment and Standards (2009). The programme has an underlying unifying theme and the modules are clearly connected by linkages which are either implicit or explicit. It was also clear how the HETAC generic standards of knowledge, skill and competence, for the named award to which the programme proposes to lead, evolve throughout the programme as a whole. The Panel recommended that the domain of Television should be clearly reflected in the knowledge, skill and competence learning outcomes as this is reflected in the award title. In the context of the award title including the word 'TV', the programme submission including learning outcomes, indicative syllabi and assessment should be revised to reflect the knowledge and skills expected of a graduate in this domain.

- **Teaching and Learning**

The proposed approaches to teaching and learning were indicated and justified. The panel compliments the initiatives in delivering a cohesive programme undertaken by both providers and the seamlessness presented to the panel on the day.

- **Teacher-Learner Dialogue**

The modes of interaction between the teaching staff and the learners were elaborated upon very satisfactorily.

- **Standards**

The learning outcomes of the programme were stated clearly and were in compliance with the interim standards determined by QQI for the award of Bachelor of Arts.

The HETAC generic standard of the Level 7 Bachelor of Arts award was demonstrated to the panel's satisfaction on the occasion of the visit.

- **Learner Assessment**

The programme's learner assessment methods are elaborated and consistent with the QQI's policy on fair and consistent assessment. The Panel recommends that the assessment strategy be clarified with the inclusion of an assessment matrix to clearly show the existing links in module assessment. The assessment methods themselves are capable, amongst other things, of demonstrating attainment of the standards of knowledge, skill or competence, determined by QQI, for the related award.



- **Access, Transfer and Progression**

The programme incorporates the policies for access, transfer and progression that underpin the National Framework of Qualifications.

The programme accommodates a variety of access and entry requirements from applicants with expertise in related discipline areas and from applicants who demonstrate extensive experiential learning in this field of study. This was articulated by the programme team during the visit but needs to be incorporated in the programme document.

Clear progression routes to further study are not outlined in the document. The provider should specify these.

- **Staffing and Physical Resources**

The Panel was satisfied that the necessary staffing levels and expertise will be in place and were generally satisfied with the level of qualifications and competence of the staff concerned. The panel noted the cohesion in the team from both GC and WLA.

The panel were concerned with the absence of a television studio in Griffith College. While the facilities available at Windmill Lane Academy are excellent, there is a need for the College to provide a TV studio prior to the provision of the programme. The Panel considered that QQI must be satisfied that this is in place prior to the commencement of the programme.

### **Part 3 Recommendation/Comment**

#### **3.1 Recommendations:**

The panel of experts recommend the validation of the programme:

#### **Bachelor of Arts in Film and TV Production**

for the purposes of the award of:

#### **Bachelor of Arts**

subject to QQI's general conditions of approval under Section 84 Transition and Savings Provision, Qualifications (Education and Training) Act 2012.

#### **Commendations**

The panel would like to commend the programme team (both GC and WLA) for their engagement and professionalism and the quality of the programme documentation.

The panel acknowledge the key strengths of the programme in Sound and VFX.

#### **3.2 Conditions**

The panel of experts require that Griffith College should take note of the following conditions and that a satisfactory response to those conditions shall be received before the validation is considered by QQI.



1. In light of the name of the programme, the television skills content, programme outcomes and module outcomes need to be fully reflected in the programme.
2. In light of the planned number of students, Griffith College needs to put in place the facilities and equipment to support the programme. It must include a dedicated TV studio and it must be done within a reasonable time-frame.
3. Collaborative Provision arrangements need to be completed.

### **3.3 Further Recommendations**

These recommendations are suggestions made by the Panel in the spirit of improving the proposed programme. While these are not binding, the reasons for not incorporating a recommendation have to be clearly stated by the Programme Team in its response to this Report.

1. Highlight the knowledge and skills in the roles of the Assistant Producer and Producer/Director in applicable modules of the programme.
2. Clearly align the intended programme outcomes to the national award standards.
3. In order to clearly demonstrate the assessment strategy, a visual/table should be inserted in the document to clearly show interlinking in module assessments.
4. A clear teaching and learning strategy must be enunciated in all stages of the programme, specifically with regard to how research methods are incorporated into the various theoretical modules throughout all stages.
5. Health & Safety should be articulated as a key learning outcome and shown in the module syllabi in the area of production and direction within the programme.
6. Revisit the document to address all typographical errors specifically with regard to elective options available to the learner. This should include the insertion of special regulations in the programme schedule in stage 3 to address the module elective options available.
7. Specify the entry requirements and admissions process to include advanced entry, FETAC Level 5, level 6 and City and Guilds.
8. The module 'Applications Technology' should be reviewed after the first cycle of offering.
9. As an indicator of good practice, modify the programme and module assessment strategy to clearly address re-assessment and deferral options.
10. Reconsider in terms of feasibility, the assessment and learning strategies for module Major Project.
11. Outline the possible progression routes including internship and traineeships within the document. Clear progression routes to further study are not outlined in the document. These should be specified.



12. Incorporate the knowledge and skills acquired in module 'Industry Skills and Professional Practice' in later stage modules specifically within 'Major Project' and 'Independent Project' in Stage 3.

**Appendix 1: College Staff**

Tomás MacEochagain:	Director of Academic Programmes
Eamonn Nolan	Head of Academic Programmes
Tony Perrey	Director Windmill Lane Academy
Tanya Doyle	Programme Leader
JJ Harrington	Programme Leader
Deirdre Kerins	Lecturer
Paddy Breathnach	Lecturer
Ciaran Tanham	Lecturer
Aidan Alcock	Lecturer and Director, Windmill Lane Academy
Sinead Murphy	Lecturer
Sonya Gildea	Lecturer
Thomas McGraw Lewis	Lecturer
David McCabe	Lecturer
Siobhan Enright	Lecturer
Ruari Murphy	Lecturer
Daniel Hegarty	Lecturer
Liam Grant	Lecturer
Andy Clarke	Lecturer
Siobhan Enright	Lecturer
Alice Childs	Lecturer
Jacqui Tracy	Lecturer
Dr Jane Carrigan	Lecturer
Robbie Smyth	Deputy Head of Media Faculty
Rob McKenna	College Librarian